

About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2012-2013

State Results

State: Maine



Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2012-2013

Grade Level Summary Report

State: Maine

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							13,747									100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation							13,416	13,427								98	98	
Current LEP Students							2,545	2,560								19	19	
With an approved accommodation							399	415								3	3	
IEP Students							224	236								56	57	
With an approved accommodation							2,173	2,171								16	16	
Students not tested in NECAP							1,814	1,812								83	83	
State Approved							331	320								2	2	
Alternate Assessment							247	239								75	75	
First Year LEP							218	217								88	91	
Withdrew After October 1							6	0								2	0	
Enrolled After October 1							0	0								0	0	
Special Consideration							0	0								0	0	
Other							23	22								9	9	
							84	81								25	25	

NECAP RESULTS

		State																								
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
		N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	13,747	247	84	13,416	1,611	12	7,920	59	2,822	21	1,063	8	646													
MATH	13,747	239	81	13,427	2,656	20	5,923	44	2,362	18	2,486	19	643													
WRITING																										

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2012-2013

Reading Results

State: Maine

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 659–680)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 640–658)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

(Scaled Score 629–639)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 600–628)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11													
2011-12													
2012-13													
Cumulative													
Total													
District													
2010-11													
2011-12													
2012-13													
Cumulative													
Total													
State													
2010-11	14,037	273	105	13,659	1,870	14	7,912	58	2,799	20	1,078	8	646
2011-12	13,870	288	88	13,494	2,350	17	7,394	55	2,731	20	1,019	8	647
2012-13	13,747	247	84	13,416	1,611	12	7,920	59	2,822	21	1,063	8	646
Cumulative													
Total	41,654	808	277	40,569	5,831	14	23,226	57	8,352	21	3,160	8	646

Subtopic	Total Possible Points	Percent of Total Possible Points											
		0	10	20	30	40	50	60	70	80	90	100	
Word ID/Vocabulary	25									◆			◆ State — Standard Error Bar
Type of Text													
Literary	49						◆						
Informational	56						◆						
Level of Comprehension													
Initial Understanding	46						◆						
Analysis & Interpretation	59						◆						



Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2012-2013

Disaggregated Reading Results

State: Maine

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	13,747	247	84	13,416	1,611	12	7,920	59	2,822	21	1,063	8	646												
Gender																									
Male	7,147	164	54	6,929	516	7	4,019	58	1,725	25	669	10	644												
Female	6,600	83	30	6,487	1,095	17	3,901	60	1,097	17	394	6	648												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	256	11	5	240	20	8	136	57	62	26	22	9	644												
Not Hispanic or Latino																									
American Indian or Alaskan Native	121	2	3	116	2	2	61	53	38	33	15	13	640												
Asian	247	3	5	239	39	16	132	55	48	20	20	8	647												
Black or African American	394	9	7	378	12	3	143	38	124	33	99	26	637												
Native Hawaiian or Pacific Islander	14	1	0	13	3	23	6	46	3	23	1	8	648												
White	12,518	220	64	12,234	1,511	12	7,341	60	2,498	20	884	7	646												
Two or more races	197	1	0	196	24	12	101	52	49	25	22	11	645												
No Race/Ethnicity Reported	0	0	0	0																					
LEP Status																									
Current LEP student	425	14	12	399	8	2	126	32	149	37	116	29	634												
Former LEP student - monitoring year 1	40	2	0	38	4	11	27	71	6	16	1	3	649												
Former LEP student - monitoring year 2	23	0	0	23	5	22	16	70	2	9	0	0	653												
All Other Students	13,259	231	72	12,956	1,594	12	7,751	60	2,665	21	946	7	646												
IEP																									
Students with an IEP	2,439	230	36	2,173	22	1	553	25	903	42	695	32	633												
All Other Students	11,308	17	48	11,243	1,589	14	7,367	66	1,919	17	368	3	648												
SES																									
Economically Disadvantaged Students	6,810	194	60	6,556	398	6	3,492	53	1,855	28	811	12	642												
All Other Students	6,937	53	24	6,860	1,213	18	4,428	65	967	14	252	4	649												
Migrant																									
Migrant Students	5	0	0	5																					
All Other Students	13,742	247	84	13,411	1,611	12	7,918	59	2,820	21	1,062	8	646												
Title I																									
Students Receiving Title I Services	3,386	56	19	3,311	199	6	1,682	51	1,039	31	391	12	642												
All Other Students	10,361	191	65	10,105	1,412	14	6,238	62	1,783	18	672	7	647												
504 Plan																									
Students with a 504 Plan	380	2	1	377	18	5	226	60	104	28	29	8	643												
All Other Students	13,367	245	83	13,039	1,593	12	7,694	59	2,718	21	1,034	8	646												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2012-2013

Mathematics Results

State: Maine

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 653–680)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 640–652)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

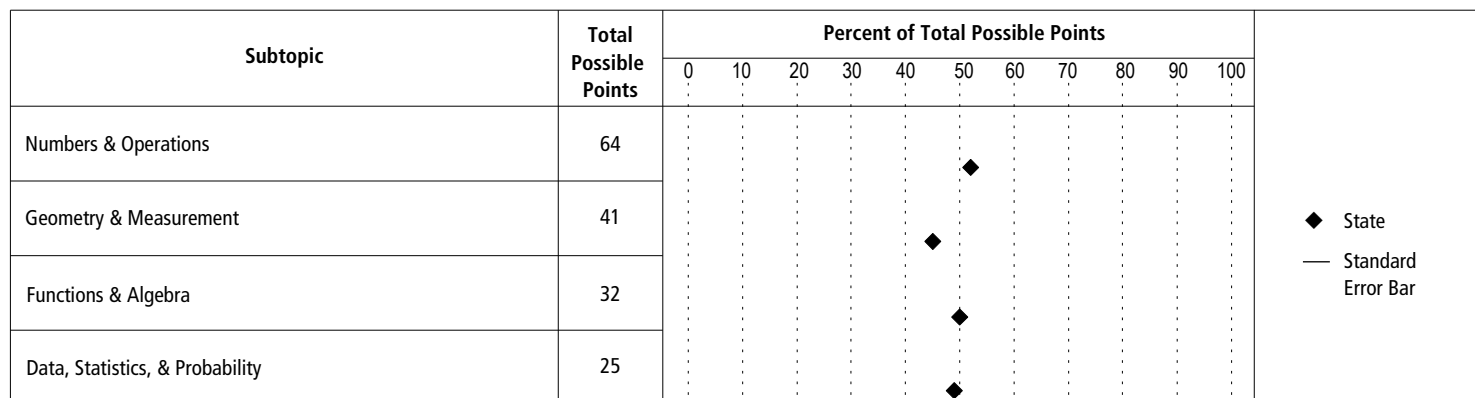
(Scaled Score 633–639)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 600–632)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11													
2011-12													
2012-13													
Cumulative Total													
District													
2010-11													
2011-12													
2012-13													
Cumulative Total													
State													
2010-11	14,037	212	120	13,705	2,893	21	5,811	42	2,600	19	2,401	18	643
2011-12	13,870	284	86	13,500	2,911	22	5,777	43	2,355	17	2,457	18	644
2012-13	13,747	239	81	13,427	2,656	20	5,923	44	2,362	18	2,486	19	643
Cumulative Total	41,654	735	287	40,632	8,460	21	17,511	43	7,317	18	7,344	18	643





Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2012-2013

Disaggregated Mathematics Results

State: Maine

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	13,747	239	81	13,427	2,656	20	5,923	44	2,362	18	2,486	19	643												
Gender																									
Male	7,147	161	49	6,937	1,404	20	2,980	43	1,225	18	1,328	19	643												
Female	6,600	78	32	6,490	1,252	19	2,943	45	1,137	18	1,158	18	643												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	256	11	3	242	26	11	102	42	47	19	67	28	639												
Not Hispanic or Latino																									
American Indian or Alaskan Native	121	2	3	116	13	11	47	41	22	19	34	29	639												
Asian	247	2	3	242	68	28	98	40	36	15	40	17	645												
Black or African American	394	5	3	386	17	4	97	25	91	24	181	47	632												
Native Hawaiian or Pacific Islander	14	1	0	13	6	46	4	31	0	0	3	23	646												
White	12,518	217	69	12,232	2,493	20	5,493	45	2,133	17	2,113	17	643												
Two or more races	197	1	0	196	33	17	82	42	33	17	48	24	641												
No Race/Ethnicity Reported	0	0	0	0																					
LEP Status																									
Current LEP student	425	8	2	415	20	5	97	23	92	22	206	50	631												
Former LEP student - monitoring year 1	40	2	0	38	9	24	22	58	5	13	2	5	647												
Former LEP student - monitoring year 2	23	0	0	23	11	48	10	43	0	0	2	9	651												
All Other Students	13,259	229	79	12,951	2,616	20	5,794	45	2,265	17	2,276	18	643												
IEP																									
Students with an IEP	2,439	229	39	2,171	59	3	386	18	468	22	1,258	58	630												
All Other Students	11,308	10	42	11,256	2,597	23	5,537	49	1,894	17	1,228	11	645												
SES																									
Economically Disadvantaged Students	6,810	187	55	6,568	694	11	2,636	40	1,413	22	1,825	28	639												
All Other Students	6,937	52	26	6,859	1,962	29	3,287	48	949	14	661	10	647												
Migrant																									
Migrant Students	5	0	0	5																					
All Other Students	13,742	239	81	13,422	2,656	20	5,922	44	2,359	18	2,485	19	643												
Title I																									
Students Receiving Title I Services	3,386	49	18	3,319	286	9	1,252	38	819	25	962	29	638												
All Other Students	10,361	190	63	10,108	2,370	23	4,671	46	1,543	15	1,524	15	644												
504 Plan																									
Students with a 504 Plan	380	1	2	377	49	13	168	45	95	25	65	17	641												
All Other Students	13,367	238	79	13,050	2,607	20	5,755	44	2,267	17	2,421	19	643												

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Note: Some numbers may have been left blank because fewer than ten (10) students were tested.